



Charleston > excellence is our standard  
County SCHOOL DISTRICT

# Charleston County School District

## Solicitation of Interest

OCTOBER 2019

**ISSUED BY**  
InterMediate, LLC



**REPRESENTATIVE**

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## **SECTION I**

### **Answering the Call: Sustainable Title I Schools**

With enthusiasm, InterMediate, LLC, also known as InterMediate Planning (IMP), answers Charleston County School District's (CCSD) call for successful, experienced, and qualified innovators to partner with the district to improve student well-being and academic performance in schools most deserving of high quality solutions.

We are resolute that Title I schools in Charleston are capable of making measurable school-wide progress based on goal areas identified by CCSD's Board of Trustees. Our confidence is in part due to the caliber of IMP's organizational analysis and implementation strategies, as well as leadership advising that continues to bring us into the confidence of some of the tri-county's top educational leaders.

IMP has proudly earned a reputation for not only conducting rigorous assessments, but providing detailed plans of action that we are qualified to co-implement with the clients we serve.

## **InterMediate, LLC: Company Overview**

IMP strengthens the capacities of for-profit and nonprofit organizations with million dollar revenues in South Carolina's tri-county region through strategies firmly based in sustainable development (SD). Our definition of sustainable development consulting is *a multidisciplinary science that increases individual or organizational capacity for responsible decision-making, especially in compelling social, political and environmental circumstances.*

We specialize in interpreting the needs of historically or politically marginalized community stakeholders and, often, for organizing bodies seeking to achieve measurable success correlated to improving the livelihoods of their constituents.

In late 2017, IMP announced a Sustainable Education Initiative (SEI) that has focused us firmly toward creating services that support Title I schools.

## **Practitioner Profiles**

### **Ashley Krejci-Shaw**

Ashley Krejci-Shaw has called South Carolina home for nearly fifteen years and is a College of Charleston graduate. She earned her master's degree in Sustainable Development from SIT Graduate Institute, having concentrated in societal intervention, organizational reform, and social change. She is a peer-reviewed scholar who advocates for more frequent application of qualitative methods for organizational problem-solving. Ashley's field research, coupled with five years of active evaluation work for some of Charleston's largest educationally-focused nonprofits, makes her uniquely qualified to join forces with Title I school educators to lead a turnaround strategy in both theory and practice.

In 2015, Ashley founded IMP with a desire to build the capacity of leaders and entities at the forefront of helping vulnerable groups in the state. IMP has achieved a 100% client satisfaction rating under her leadership and has collected numerous client testimonials that attest to her ability to address the needs of top level decision-makers and their constituents. She is regularly called upon by educational leaders to help navigate sensitive issues such as bridging differences between internal/external stakeholders and correcting missteps that pose immediate threats to organizational cohesion or effectiveness. You can hear from Ashley on her podcast "Qualitatively Speaking," available on the IMP website, which also features client testimonials affirming Ashley's aptitude as managing director.

### **Corey Shaw**

Corey Shaw is a contributing practitioner co-leading SEI with over a decade of experience in the Charleston County public school system. He holds a Master's of Social Science in Family and Mental Counseling from Webster University and has spent the first half of his public school career as a certified K-12 school counselor. His counseling background has strengthened his ability to mediate tensions that can occur in Title I communities, adversely affecting both teacher and student performance. Corey earned his Educational Specialist (Ed.S.) degree from South Carolina State University in 2014, certifying him as a school administrator.

In 2019, Corey completed rigorous training as a prestigious fellow of the National Principals and Principal Supervisors Academy offered by Relay for Effective School Leadership. His most impressive accolades to date include being a nine-time recipient of the Medical University of South Carolina's "Outstanding Job Performance" award and being selected as a CCSD "Teacher of the Year" during the 2014-2015 school year.

## **InterMediate Educational Philosophy**

Our philosophy regarding education and student achievement is that *learning is a relationship that must be experiential and transformational in the lives of those seeking progress.*

As our company name infers, IMP practitioners work with clients as trustworthy, knowledgeable intermediaries. With CCSD as our “client,” IMP’s approach to school turnaround would regard staff and students as central, contributing architects of their own school’s success.

Our first responsibility would be ensuring that district objectives are compatible with those of school administration and staff, both of which must align with the specific learning needs of attending students. IMP practitioners bridge opposing ideological positions and relationships among Title I stakeholders, some of which are historical in nature.

This process lays the groundwork for IMP to render, as accurately as possible, a customized methodology with a feasible plan of action that is uncomplicated in implementation.



## SECTION II

### Relevant Practitioner Experience

#### **1. Profiles of middle/secondary schools currently or previously active (academic achievement, growth and retention)**

Wando High School (WHS) in Mount Pleasant is distinguished as the largest public school in South Carolina with respect to student enrollment numbers of more than 4,000. In 2003, Corey Shaw began his public high school career at WHS as Student Concern Specialist. He served under the esteemed leadership of the late principal Lucy Beckham, a 2010 recipient of the National Secondary Principal of the Year award. Corey fostered student wellbeing by mediating conflicts, and communicating underlying student needs to WHS administration.

In 2006, he joined Sanders-Clyde Elementary/Middle School (SCEMS), which served a student population of approximately 450 at the time. Over a decade, Corey was promoted three times, with the final promotion to the administrative team. His responsibilities included, but were not limited to, conducting teacher evaluations, advancing a positive school climate, co-drafting year-end strategic plans, and aggregating report card data for the South Carolina State Department. He also performed duties as a School Improvement Council member, regularly communicating with stakeholders on a range of topics, concerns and happenings. Other notable accomplishments during his time at SCEMS include earning the following titles: PBIS Behavioral Lead, Crisis Prevention Intervention Lead, CCSD Crisis Team Member, and 504 Coordinator.

At Meeting Street School@Brentwood (MSB), Corey currently serves approximately 600 students and working class families as Assistant Principal. Prior to July 1, 2019, Corey served MSB as their Dean of Culture and Instruction.

#### **2. Turnaround experiences with improvement of academics, climate/culture indicators, teacher recruitment and retention, parent/community engagement**

IMP's record of turnaround is best articulated in the words of our clients, who graciously consider our sustainable-development based interventions as a critical component leading to their success.

Improvements in academics, climate/culture, staff retention and grassroots engagement emerge differently for each client based on their goals, changed purview, externalities, and leadership responsibilities.

Pertaining to the improvement areas specified above, IMP announced a company commitment to begin transformational work in Title I schools in Charleston one classroom at a time. In 2018, *Teacher*

*Resiliency Training* (TRT) launched to directly increase the tools available to Title I teachers as they work to combat challenges that can, as an example, result in their untimely exit from schools that need them most. IMP practitioners applied a decade worth of public school experience and research towards the development of a methodology specifically for South Carolina educators, with their objective to increase the probability of more successful school relationships and classroom outcomes.

Ashley is well informed about the issues that complicate the educational prospects for children of color in multiracial learning communities, both as a scholar and a strategist. Her expertise has been sought after by nonprofits like National Center for Families Learning and Teach for America South Carolina - the latter requesting her expertise to educate new corps members on topics that affect teaching. Intergenerational deficits and pedagogical equity are just two examples with historical underpinnings that can problematize student behavior and learning outcomes, as so often reported in Title I schools. Her scholarly research mission to understand the burdens of chronic low-performance, and the effect on teachers and students, led to her peer-reviewed research titled “An Examination of South Carolina’s Institutions of Reform and Their Impact on the Self-Narratives of African American Men.” The academic paper explores the educational and ethnographic journey of young adults in Sumter County, South Carolina, striving to obtain their GEDs after circumstances led to them either abandoning or being removed from a traditional public school.

The reception of TRT’s inaugural workshops were overwhelmingly positive and evident in the evaluations collected after each training. In 2019, the TRT Spring Case Study was released, detailing the learning of Charleston County teachers, administrators and nonprofit leaders who attended one or more training. We have included a few comments from Title I teachers actively teaching in CCSD at the time of their participation in the table below:

TRT’s 2018 Winter Workshop (1 full day)	TRT’s 2018 Summer Series (6 weeks)
<p>“[I most appreciated] Suggestions on a whole community (w/ parents) activity that I can incorporate into <u>my classroom</u> that will get the parents to come in.”</p> <p>“Helpful having [IMP trainer] explain why something that might seem simple or neutral to me can have negative connotations for others with different backgrounds.”</p> <p>“It appears that those of us in attendance are in agreement with the need for this training. How can we bring this information to those who need it but do not see the relevance?”</p>	<p>“[I most appreciated] Open conversation, the authentic and relevant topics. I learned new terminology, useful strategies I can use with my scholars... on building relationships with scholars AND their families.”</p> <p>“These sessions have been an eye-opening experience.”</p> <p>“Very helpful, no changes needed, emphasis was placed where needed and extra time was taken where needed.”</p>



IMP's practitioner impact in a Title I school is best detailed through the growth and changing needs of SCEMS. At SCEMS Corey sought to improve uncooperative student behavior in the classroom by coordinating athletic opportunities to improve student decision-making and problem-solving. By systemizing football and basketball programs, he inspired colleagues to join him in coaching responsibilities which ensured continuity of the students' community recreational activities.

As a City of Charleston Middle School League Head Football Coach, Corey and a committed group of SCEMS teachers helped student-athletes apply principles of teamwork, sportsmanship, and endurance on the field. However, former colleagues, parents, and students continue to publicly attest to Corey's demonstrable talent to use recreational-based behavioral interventions to positively influence their youth just as much *off* the field.

Quantitatively, Corey led decision-making that contributed to school-wide improvements in academic mobility. Corey implemented a curricular strategy for middle-schoolers that resulted in SCEMS moving upward from a "failing" school to a "B+" school within two years. In tandem, Corey devised behavioral improvement strategies that contributed to SCEMS achieving a 70% decrease in student discipline referrals and an 80% decrease in student suspensions in one school year. Over the course of a decade, Corey served seven SCEMS principals with fidelity. His constant leadership and adaptability to co-creating a positive school environment helped to minimize uncertainties expressed by school stakeholders that were subsequent to frequent principal changes.

### **3. Generating annual budgets, making financial projections, proving or investigating fiscal stability**

IMP is qualified and experienced in generating annual budgets and making financial projections in the context of school turnaround. As a company, we evaluate economic threats, prospects and budgetary matters as necessary to obtain a comprehensive understanding of an organization's monetary allocations and decision-making. IMP practitioners are able to use their experience in this area to determine project costs accurately, recommend Title I funding allocations (e.g., creating new positions), and make 45th day determinations about staffing adjustments to curb over expenditures.



## **Summary**

Underlying school needs that perpetuate cycles of underachievement in Charleston County can be remedied with the help of interdisciplinary experts such as IMP practitioners. With clarity, resources, and a combined effort on the part of many involved partners, we are confident that changes desired by local stakeholders can be brought to fruition.

All nine schools identified by Charleston County School District as most in need of assistance and improvement are deserving of approaches that wrap around them. Our methodologies do not require groups in need to conform to us or a product. Today, we offer the district an opportunity to work in concert with sustainable development professionals who have demonstrated impact with strategies that are evidenced based.

We encourage decision-makers to reach out to us with questions or comments that will further discussions about how radical improvements are possible during the 2020-2021 school year.